



## Teaching Progression:



### Step 1: Acknowledge the Conflict

#### SUB SKILL(S):

- Explain feelings
- Use coping strategies to remain calm and rational
- Identify the reasons for the conflict
- Decide to engage or walk away

#### GUIDING QUESTIONS:

How do I feel about conflict? How do I become calm and rational to handle the conflict? What happened to make me upset? Is this conflict worth engaging in, or should I walk away?

#### NHES PERFORMANCE INDICATORS:

(4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

#### VALUABLE VOCABULARY:

*conflict,*  
*coping strategies,*  
*I-Statement*

### Step 1: Acknowledge the Conflict | Sub Skill: Explain Feelings



#### SUGGESTED LEARNING ACTIVITY 1:

Tell students that they will be exploring conflict and learning strategies to better handle conflict in their own lives.

Acknowledge that conflict often has a negative connotation, but let students know that we must have conflict to have growth. Explain that conflict happens constantly when we work with others because it is natural to not always agree with other people. Remind students that we are all different people with different experiences, and these differences make us stronger. Ask students to write or share about a time they experienced conflict, and it resulted in something productive.

#### Language of Health Literacy:

*I feel \_\_\_\_\_ when \_\_\_\_\_  
because \_\_\_\_\_.*



#### SUGGESTED LEARNING ACTIVITY 2:

Define *resolution* for students. *Resolution* means *the process of solving a problem or dispute*. Tell students that in Step 1 they will ask themselves 4 questions to better process the situation and decide how to move forward. Model answering these questions with a conflict you experienced.

Give students the following questions:

- How do I feel about the situation?
- How do I become calm and rational to handle the situation?
- What happened that caused the conflict?
- Is this conflict worth engaging, or should I walk away?

#### TEACHING NOTES:

- Use other definitions as needed for your classroom.



## Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)



### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that when they enter a conflict, they need to acknowledge to themselves that they are upset and need to address the situation. Tell students that they will start thinking about the first question: How do I feel about the situation? Read to students scenarios where a conflict is occurring. Following each scenario, have students turn to a partner and discuss how they would feel if this were to happen to them.

#### TEACHING NOTES:

- Example Scenario: You are trying to get into your locker when you are pushed hard from behind by another student. The student doesn't apologize and keeps walking down the hall.
- Model and provide the *Language of Health Literacy* to support student practice.
- See *Stage 3: Conflict Resolution* for Grades Prek-2 for more specific directions on teaching the components of an I-Statement.
- See the *Resource Bank* below for a list of feelings students can reference to identify feelings.

## Step 1: Acknowledge The Conflict | Sub Skill: Use Coping Strategies To Remain Calm And Rational



### SUGGESTED LEARNING ACTIVITY 1:

Tell students that once they acknowledge how they feel about the situation, they may need to use coping strategies to answer the second question: How do I become calm and rational to handle the situation?

Define for students *coping strategies*. *Coping strategies* are *psychological patterns we use to manage and change our emotions*. Explain to students that there are scientific ways to help calm the brain and body. Give students an opportunity to learn different types of coping strategies.

Select a variety of coping strategies for students to practice. Create a station for each coping strategy. Have students rotate to each station, practicing and demonstrating each strategy. Have students write down their favorite strategies to keep for reference.

#### Language of Health Literacy:

\_\_\_\_\_ helps me calm down because \_\_\_\_\_.

When \_\_\_\_\_ (happens), I \_\_\_\_\_ in order to calm down.

One of my favorite coping strategies is \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ is a good coping strategy to use when \_\_\_\_\_.

#### TEACHING NOTES:

- Coping Strategy Examples: deep breathing, walking away from the situation, positive self-talk, stating your feelings clearly.
- Provide a variety of coping strategies so students have an opportunity to try many different kinds.
- As an extension, have students match coping strategies with different scenarios since some coping strategies are more helpful in some situations than others.



Teaching Progression: Step 1 | Acknowledge the Conflict (Cont.)

Step 1: Acknowledge The Conflict | Sub Skill: Identify The Reasons For The Conflict



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when they are calm enough to evaluate the situation, they need to determine what happened to make them upset. Tell students that this is the third question they need to ask themselves: What happened that caused the conflict?

Read students various scenarios demonstrating conflict. Following each scenario, have students work with a partner to identify the conflict in the scenario.

Language of Health Literacy:

\_\_\_\_\_ wants \_\_\_\_\_, and \_\_\_\_\_ wants \_\_\_\_\_.  
 This is causing conflict because \_\_\_\_\_.  
 \_\_\_\_\_ and \_\_\_\_\_ are struggling to agree on \_\_\_\_\_.  
 \_\_\_\_\_ did \_\_\_\_\_, which caused a conflict because \_\_\_\_\_.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.
- Remind students about boundaries and the role that boundaries play in conflict. If a conflict is due to the fact that someone isn't respecting their boundaries, have students use the strategies they learned in *Stage 2: Refusal Skills & Boundary Setting*.

Step 1: Acknowledge The Conflict | Sub Skill: Decide To Engage Or Walk Away



SUGGESTED LEARNING ACTIVITY 1:

Have students reflect on a time they engaged in a conflict from which they should have walked away. Ask students to explain why they felt this way. Then, have students write about a conflict they walked away from that they should have engaged in, explaining why they wished they had engaged in the conflict. Chart student descriptions of the differences between these two types of conflict for students to use as reference. Ask students to share what differences they noticed.

Language of Health Literacy:

I (should/should not) engage in a conflict when \_\_\_\_\_.  
 When a conflict is about \_\_\_\_\_, I (should/should not) engage because \_\_\_\_\_.  
 Conflicts about \_\_\_\_\_ (are/are not) worth engaging in because \_\_\_\_\_.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that they need to ask themselves the final question: Is this conflict worth engaging, or should I walk away? Tell students that the final question helps them determine if they should move onto Step 2 of *Stage 3: Conflict Resolution* or use coping strategies to move on and disengage.

Show students various videos of people experiencing conflict. Before the person reacts, have the students answer the question, What should happen next? After students answer the question, have students watch the remainder of the situation. Have students talk with their partners about why they think the character should engage in the conflict or walk away.